



SPECIAL EDUCATIONAL NEEDS & DISABILITIES

SEND Information Report 2025-2026

SENDCo: Miss Karen O'Brien

Headteacher: Mrs Sandie Lineton

SEND Governor: Mrs Janette Hutchings

Contact: 01704 578512

School Website: www.kingsmeadowprimary.co.uk

Local Offer (Sefton): [Sefton Local Offer](#)

1. Introduction

At Kings Meadow Primary School, we are committed to providing an inclusive education for all children, in line with the Special Educational Needs and Disabilities (SEND) Code of Practice (2015) and the Children and Families Act (2014).

All Sefton Local Authority (LA) maintained schools share the same inclusive ethos: to ensure every child, regardless of their needs, achieves their full potential and is fully included in school life.

We recognise four broad areas of SEND as outlined in the Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Our aim is to provide support and challenge so that every pupil thrives both academically and personally within our mainstream setting.

2. Whole School Approach

Kings Meadow Primary School is a mainstream primary school with a specialist resourced provision for pupils with Speech, Language and Communication Needs (SLCN).

We believe in high-quality first teaching (QFT) as the foundation of SEND support. All staff share a commitment to:

- Differentiated, adaptive teaching approaches;
- Early identification of needs;
- Regular assessment and review of progress;
- Collaborative planning with parents and pupils.

The Graduated Approach ("Assess, Plan, Do, Review")

Our SEND provision follows the statutory four-part cycle:

Stage	Description
Assess	Teachers, the SENDCo, and external professionals assess a child's needs using observations, assessments, and discussions with parents.
Plan	Individual targets and support strategies are agreed with parents and the pupil, reviewed at least termly.
Do	Support and interventions are implemented by teachers, skilled support staff, or specialist services.
Review	Progress is evaluated termly by teachers, the Headteacher and the SENDCo, and next steps are planned with parents and pupils.

3. Roles and Responsibilities

The Class Teacher:

- Responsible for identifying, planning and delivering differentiated learning and additional support for pupils with SEND.
- Writes and reviews SEND Support Plans or One Page Profiles in collaboration with parents and pupils.
- Ensures that the school's SEND Policy is followed consistently.

The SENDCo – Miss Karen O'Brien:

- Leads and manages SEND provision across the school.
- Coordinates support for pupils with SEND, ensuring early identification and targeted intervention.
- Liaises with parents, pupils, external professionals and agencies.
- Maintains the school's SEND Register and records of provision.
- Provides guidance and training for staff.
- Ensures compliance with the SEND Code of Practice (2015).

The Headteacher – Mrs Sandie Lineton:

- Oversees all aspects of the school's provision for pupils with SEND.
- Ensures the SENDCo and staff have the necessary time, training and resources.
- Keeps the Governing Body informed on SEND matters.

The SEND Governor – Mrs Janette Hutchings:

- Ensures that SEND provision is effective and meets statutory requirements.
- Monitors and challenges SEND provision and outcomes on behalf of the Governing Body.

4. Identification and Provision

As of November 2025, 43 pupils are identified as having SEND at Kings Meadow Primary School.

We identify and support pupils with SEND through:

- Teacher observation and ongoing assessment;
- Data tracking and progress monitoring;
- Specialist advice from external professionals;
- Consultation with parents and carers.

We use a variety of evidence-based interventions, such as:

- Speech and Language Therapy programmes
- Occupational Therapy programmes
- Precision Teaching and phonics-based interventions
- Lexia (Literacy)
- iXL (Maths)
- Boxall Profile
- Memory Fix
- Reciprocal Reading
- Lego Therapy
- WellComm
- Social and emotional support groups
- Fine and gross motor skills programmes
- Specialist input from external services where required

Every child with SEND has equal access to enrichment activities, including clubs, trips, and wider school experiences.

5. Involving Parents and Pupils

We value partnership with parents and carers and ensure they are fully involved in their child's education through:

- Termly review meetings and target setting
- Parent consultations and progress updates
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs)

Pupil voice is central to our approach. We seek pupils' views through:

- Pupil conferences and questionnaires
- School Council representation
- Children's contribution to their SEND Support Plans and review meetings
- EHCP Annual Reviews

6. Specialist Support and Services

The SENDCo works closely with a range of professionals, including:

- Educational Psychology Service (SEPPS)
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy Services
- Sefton Mental Health Team (SMHT)
- CAMHS (Child and Adolescent Mental Health Services)
- School Nursing Service
- Sefton SEND and Inclusion Team (SEENIS)
- Social Care and Family Support Teams
- Team Around the School (TAS) team

These partnerships ensure that our pupils receive high-quality, coordinated support tailored to their needs.

7. Emotional and Social Development

Kings Meadow Primary School promotes emotional wellbeing and positive mental health through:

- Strong pastoral care and nurture support
 - Access to a Pastoral Lead - Mrs Aimee Brookes
 - Access to Team Around the School (TAS) services
 - Wellbeing initiatives
 - Opportunities for pupils to share worries confidentially through pastoral check-ins
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8. Accessibility

We are committed to ensuring our school environment is accessible to all pupils, parents, and staff. Adjustments include:

- Wheelchair access and accessible toilets
- Adapted learning materials and assistive technology
- Staff training in medical and communication needs

We regularly review our Accessibility Plan to ensure compliance with the Equality Act (2010).

9. Reviewing the Policy and Report

This SEND Information Report is reviewed annually (next review: November 2026) and is available on the school website. It reflects our commitment to transparency, inclusion, and continuous improvement in line with statutory guidance

For more information:

Please contact **Miss Karen O'Brien (SENDCo)** via the school office, or:

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Further details of Sefton's Local Offer can be found here:

👉 [Sefton Local Offer](#)